

## **Guidance on Collaboration in Writing Professional Development Plans (PDPs) and Educator Effectiveness Plan (EEPs)**

Research has shown that teacher collaboration in professional development can have a powerful positive impact on student learning (Fullan, 1999; Darling-Hammond & Richardson, 2009; Langer, 2000). In fact, collaboration is a required component of Professional Development Plans (PDPs), which are part of the educator licensure process in Wisconsin. Working as a team on Educator Effectiveness Plans (EEPs), as well as PDPs, can also allow for leveraging resources that are not available to individual educators. The DPI recognizes the value and importance of collaboration in improving Educator Effectiveness and professional development and strongly encourages it. The DPI also recognizes that individual educators do not have identical needs, background experiences, skills, or interests. Therefore, writing PDPs to renew a license or EEPs for evaluation should not result in entirely collaborative products.

### Collaboration Opportunities:

Educators may collaborate in creating similar or even shared goals, objectives, and activities for their PDPs and EEPs, especially during co-teaching situations or when educators work as a team on their professional development.

- For PDPs, collaborators may have similar/identical sections of Step II (description of situation, description of goal, rationale for goal, plan for assessing/document goal, and plan to meet goal).
- For EEPs, collaborators may have similar/identical elements within Student Learning Objectives (SLOs) (baseline data and rationale, learning content and grade level, targeted growth, interval, assessment/evidence source(s)).

### Independent Steps:

Educators should individually complete sections of PDPs and EEPs that ask educators to reflect on and document their own professional growth and the impact that their own growth has had on student learning.

- For PDPs, educators will individually complete Annual Reviews (Step III) and Evidence of Professional Growth and Its Impact on Student Learning (Step IV).
- For EEPs, it is likely that educators will have different students identified in their target populations, different growth paths for those goals, and different formative strategies based on the students' needs. Educators will create individual Professional Practice Goals and instructional strategies for their SLOs that match their own strengths, student population needs, and areas of growth (student growth and professional development). They will collect evidence that shows how their own instructional strategies and professional growth have impacted their students' learning. Last, educators will make sure the adjustments they make to their SLOs and instruction at the Mid-Interval meeting and throughout the year match their own data, instructional strategies, strengths, and areas of growth.

If you have further questions, please contact David DeGuire, Assistant Director of Teacher Education, Professional Development, and Licensing, at [david.deguire@dpi.wi.gov](mailto:david.deguire@dpi.wi.gov) or 608-267-9263.

### References

Darling-Hammond, L., & Richardson, N. (2009). Teacher learning: What matters? *Educational Leadership*, 66(5), 46-53.

Fullan, M. (1999). *Change Forces: The Sequel*. London: Falmer Press.

Langer, J. A. (2000). "Excellence in English in Middle and High School: How Teachers' Professional Lives Support Student Achievement." *American Educational Research Journal* 37, 397-439.